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ABSTRACT

The guide provides suggestions concerning possible solutions to specific career education implementation problems. Committee selection and organization are discussed in the first section. Then a detailed approach to a sequential system for program implementation is presented. The program consists of a precommitment stage, commitment stage, and an implementation stage. Guidelines for staff development, evaluation, funding, and communication are also presented. The publication was developed for use in the career education workshops for professional development sponsored by the Missouri State Department of Education. (VA)

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LIFE CAREER DEVELOPMENT

IMPLEMENTATION

COMMITTEES
STAFF DEVELOPMENT
EVALUATION
FUNDING
COMMUNICATION

CE005201

CAREER
GUIDANCE
COUNSELING
PLACEMENT
PROJECT
UNIVERSITY OF MISSOURI-COLUMBIA

VT-101-967

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COMMITTEES AND IMPLEMENTATION SYSTEM

This section offers suggestions concerning possible solutions to specific implementation problems. The following compilation is not intended to be exhaustive or to suggest rigid steps to be followed. The appropriateness of the suggestions will vary according to the particular needs of a school district. Based on the experiences of others, a number of key planning elements have been identified which may require attention during program implementation.

Committees

Effective committees are (often) crucial to the success of career education. Therefore, it is important to think through a committee's function before it is established.

1. Assign specific tasks to a committee and where possible, establish incentives for committee members to serve such as prestige value or inservice credits.

2. Committees should be large enough to reflect a cross section of interest, but not so large as to be unwieldy and thus hamper the group's efficiency. Approximately 8 to 14 people is a good size.

3. What committees will be needed? Suggestions follow with regard to the tasks of policy formation, curriculum materials development and communication with the community.

Steering Committee: Most schools have found it helpful to establish a committee to make recommendations when confronted with issues such as:

-Should teachers get extra pay for curriculum work?
-Can the in-service instructor be changed in the middle of the course? If so, how?
-Who will develop and evaluate progress reports?
-Can the plan of action be modified after the project is underway?

Steering committee members usually are appointed by the school superintendent. The group should be kept small and viable but key personnel, who will influence the direction of the project, should be represented.

A typical Steering Committee might include:

1. School Superintendent or his assistant in charge of instruction.
2. Guidance Director
3. Vocational Education Coordinator
4. Elementary and Secondary Curriculum Supervisors
5. Elementary, Middle School and Secondary School Principal representatives
6. Classroom Teachers
7. Students

Curriculum Committee: This committee's major responsibility is to incorporate career education into the school curriculum. Specific tasks include:

1. Developing a career education curriculum guide. A guide writing sub-committee should be appointed for this purpose. See pages 9-12.

2. Making recommendations for a staff development program.

A typical Curriculum Committee includes:

1. Curriculum Director or Assistant Superintendent in charge of instruction.
2. Elementary and Secondary Curriculum Supervisors.
3. Classroom Teachers at all grade levels and subject areas affected by the project.
4. Counselors
5. Vocational Education Coordinator
6. Special Services and Support Personnel
7. Students

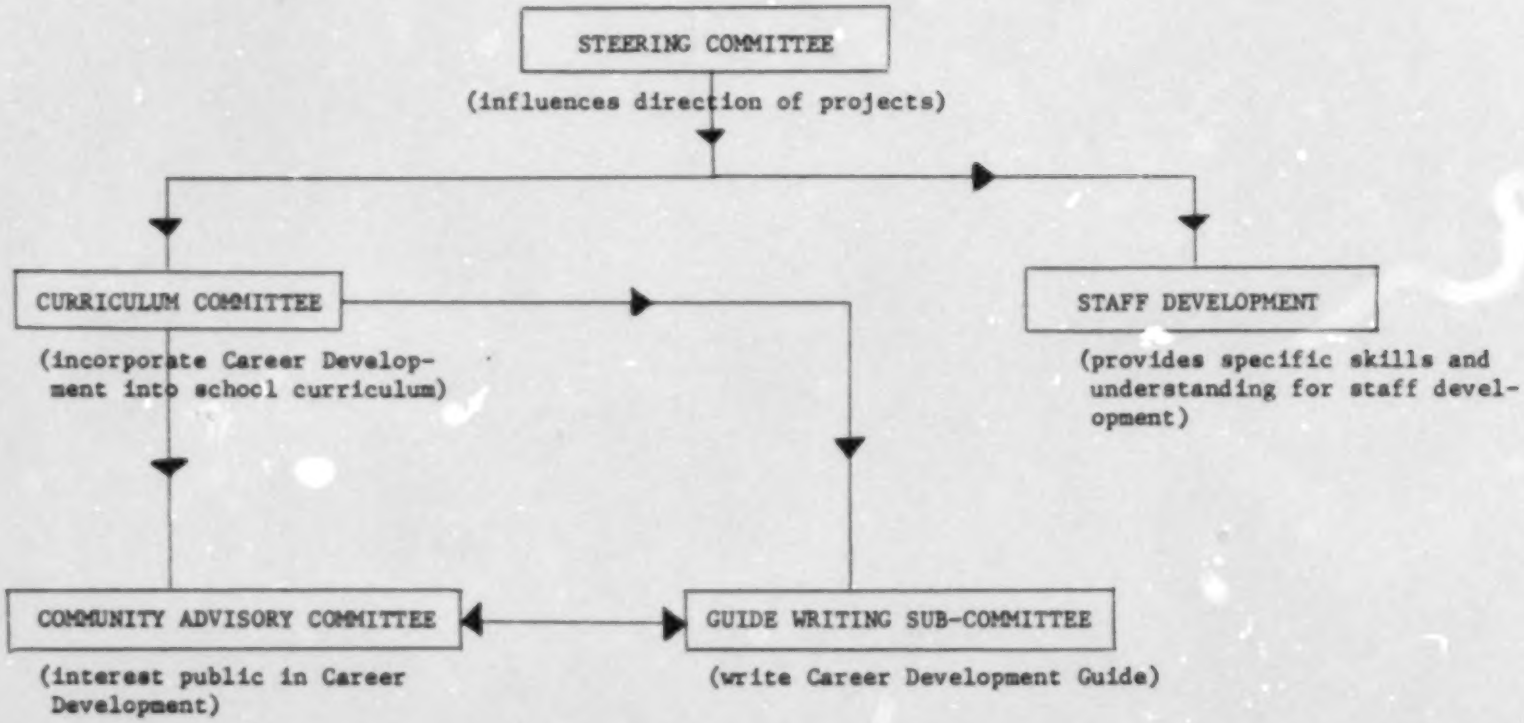
Community Advisory Committee: Successful programs are linked to the community. This linkage can be best established through an organized Community Advisory Committee. This group does not determine policy. Its function is to interest the public in career education.

There is a need for the occupational community to serve as an answering service for specific questions that students, teachers, counselors, and others in education have about specific occupations, particularly as they exist in a given community.

There is a need for active involvement of the occupational community on advisory councils for career education in schools. In addition to advising on the nature of training requirements, advisory councils also are needed to work with school officials on a variety of other school-

COMMITTEES

SUPERINTENDENT



community activities that are part of career education. Community Advisory Committees sometimes provide extra funds, materials and speakers to supplement tax-provided resources. This committee should represent the broad spectrum of community interest. A typical Community Committee might include:

1. Superintendent or Assistant Superintendent of Schools
2. Guidance Director
3. Vocational Education Coordinator
4. Representatives from business
5. Representatives from labor
6. Representatives from industry
7. Representatives from agriculture
8. Representatives from PTA, Chamber of Commerce and Civic Groups
9. Newspaper editor
10. Representatives from the student body

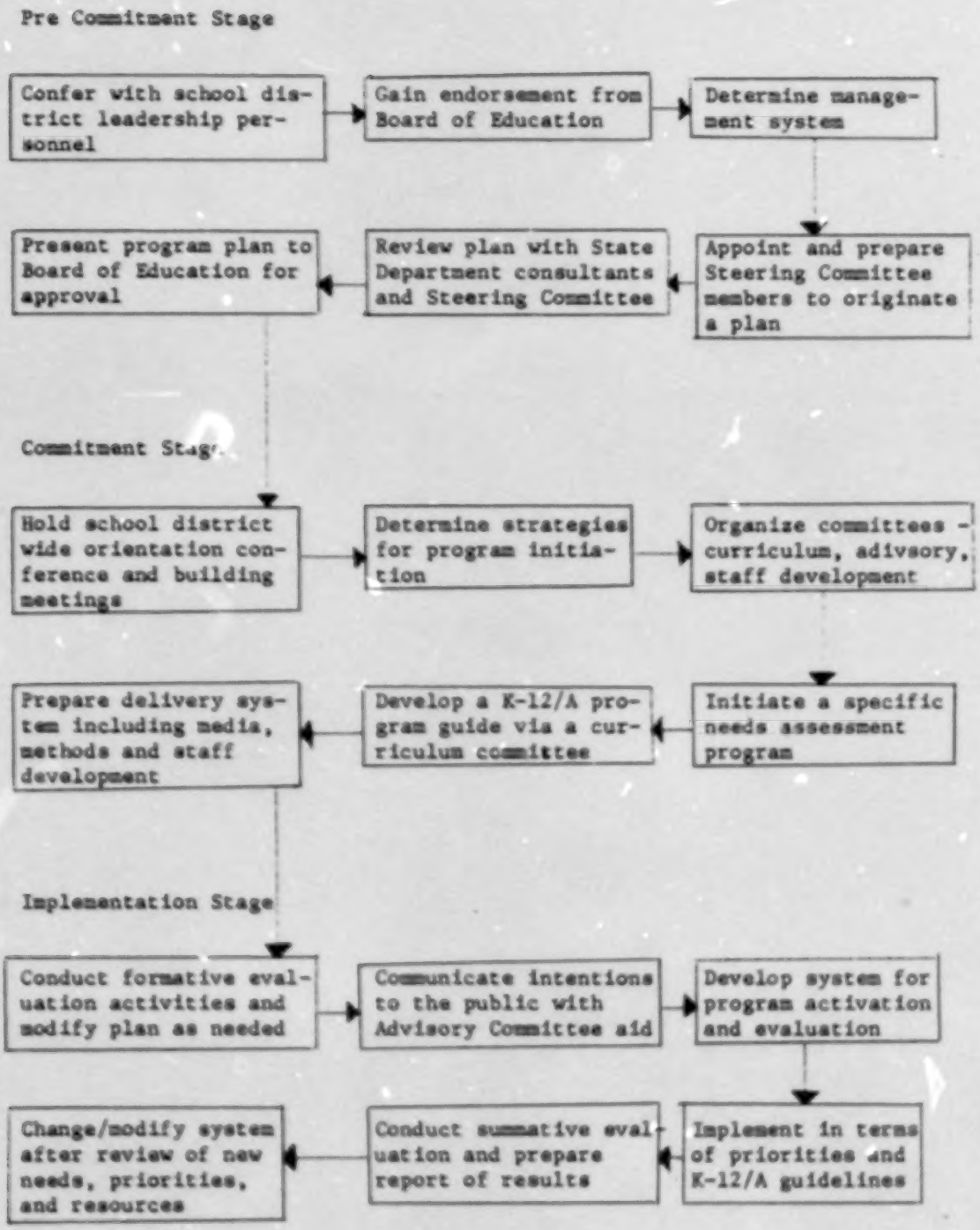
System for Program Implementation

The first part of this section on committee organization provides a broad overview for local school districts writing projects in career education.

The section to follow provides a detailed approach to a sequential system for program implementation. This system coincides with the broad overview presented on committee organization.

The sequential system for program implementation consists of three stages: Precommitment Stage, Commitment Stage and Implementation Stage. The flow chart on the next page provides a short summary of each of the stages in the three sections, and the accompanying descriptions give a more detailed emphasis of what happens in each of the six phases of the Precommitment, Commitment and Implementation Stages.

System for Program Implementation


Pre Commitment Stage
Confer with school district leadership personnel
Gain endorsement from Board of Education
Determine management system
Appoint and prepare Steering Committee members to originate a plan
Review plan with State Department consultants and Steering Committee
Present program plan to Board of Education for approval
Commitment Stage
Hold school district wide orientation conference and building meetings
Determine strategies for program initiation
Organize committees - curriculum, adivsory, staff development
Initiate a specific needs assessment program
Develop a K-12/A program guide via a curriculum committee
Prepare delivery system including media, methods and staff development
Implementation Stage
Conduct formative evaluation activities and modify plan as needed
Communicate intentions to the public with Advisory Committee aid
Develop system for program activation and evaluation
Implement in terms of priorities and K-12/A guidelines
Conduct summative evaluation and prepare report of results
Change/modify system after review of new needs, priorities, and resources

Pre Commitment Stage

1. Plan an in-service conference or retreat for key school district leadership personnel. Include building principals, instructional staff and representatives from the Board. Present justification for investing in the career development approach while reflecting on local needs. Provide for group interaction. Draft a "Position Statement" to be presented to the Board of Education.

2. Key representatives report on conference (retreat) activities and present the "Position Statement" to the Board of Education. The Board of Education endorses the basic premise of career development, approves of plans to organize a Steering Committee, and acknowledges the need for future resources.

3. Superintendent selects the Coordinating Staff. It may include the Guidance Director, Vocational Education Director, and a K-12/A Curriculum Specialist. The job descriptions of the Coordinating Staff should be written. The Superintendent and Coordinating Staff determine the Steering Committee role responsibilities.

4. Steering Committee members are appointed with care given to representation. (See Implementation Booklet, Section I) The Steering Committee is to originate a plan of action statement for presentation to the Board of Education.

5. State Department of Education consultants meet with the Steering Committee to review the district plan of action. Consultant recommendations are taken under consideration. A district plan is prepared for submission to the Board of Education.

6. Key representatives on the Steering Committee report on their activities, submit the plan, and discuss the implications. The Superintendent and Coordinating Staff discuss funding and implementation. The Board of Education approves a district plan to implement career development.

Commitment Stage

1. The Steering Committee, which includes the Coordinating Staff, holds a district-wide Career Education Orientation Conference for school personnel, parents and community. Included in the conference are a commitment statement from the Board President, a mission statement by the Superintendent, and needs testimonials by parents, students, employers, counselors and teachers. Small group interaction sessions are used to examine and respond to the district plan on to reaction sheets (Steering Committee feedback).

Building Principals follow up the Orientation Conference with a Building Meeting. Specific implications are discussed. Reviews of other programs and activities are presented. Planning items for faculty participation are examined e.g. representation on curriculum/staff development committees.

2. The Steering Committee reviews the response (reaction sheets) to the Orientation Conference and the Building Meetings. Critical elements are identified and discussed e.g. list of faculty "change agents" who have credibility, enlisting volunteers in tryout experiences, encouraging the use of community resources. The school district plan is examined in terms of a definite time line and the sequence of implementation activities.

3. The Coordinating Staff organizes committees to carry out the key readiness functions of the career development program plan. The two school-based committees are the Curriculum Committee and the Staff Development Committee. The Community Advisory Committee represents various groups and interests in the community.

4. A needs assessment program is initiated by the Coordinating Staff. Attention is given to product and process needs. The Curriculum Committee will use the needs assessment information to (1) aid in writing a career development curriculum guide and (2) in structuring a delivery system with accompanying staff, resource and administrative needs. The Staff Development Committee will (1) develop a preparatory program which will allow staff to initiate the career education program and (2) project a staff development plan for continued program maintenance and growth. The Community Advisory Committee will offer advice, information and support to the needs assessment and the activities of the guide writing.

5. The Curriculum Committee is responsible for delivering a school district guide or guides. A guide writing sub-committee may be established for this specific purpose. See the Goals, Objectives, Activities Reference Book.

6. The Curriculum Committee, closely supported by the Coordinating Staff, will start with the available system and develop what is needed to extend and expand the school district instructional program. Facilities, materials, methods, procedures and staff may require varying degrees of attention. The Staff Development Committee will assist with in-service responsibilties.

Implementation Stage

1. Formative evaluation activities (field testing) are initiated by the Coordinating Staff to identify program elements needing modification. An Evaluation Subcommittee may be necessary for this and other evaluation activities. Such aspects as statements of objectives, selection of instructional and counseling procedures, and utilization of

materials and resources are examined. Unanticipated reactions of students and staff are included. Formative evaluation also provides the opportunity for staff to modify, adopt and/or develop additional program elements as they interpret needs. The Coordinating Staff and the Curriculum Committee use the information to make revisions in the district program guide and intended implementation procedures.

2. Although public information has been a continual concern in schools, communications regarding program initiation of a specific nature should be disseminated as program activation nears. The Steering Committee should review the final preparations. The Community Advisory Committee will be especially helpful in planning for reaching the various publics.

3. The Coordinating Staff should project critical program events on an activities calendar. Task schedules can be used in planning. Baseline testing for evaluation should be completed early in the Fall. Building Principals should project a positive, confident approach as they embark on the program in their schools. Close attention to initiating activities by the Coordinating Staff and the Building Principals will provide a sense of security for the staff.

4. Regular meetings involving Building Principals and the Coordinating Staff are necessary to monitor progress toward achieving performance objectives. The program activities and utilization of resources will probably receive most attention. Also, the process control data collection system should be checked and the on-going staff development program should be discussed periodically.

5. The summative evaluation (outcome) requires specific detailed attention by the Coordinating Staff, other members of the evaluation subcommittee, and the Building Principals. Suggestions for processing and reporting data may be obtained from State Department and/or outside consultants. Regardless of the means, the collection, processing, and reporting of summative evaluation data requires considerable administrative and organizational attention.

6. The Steering Committee will wish to review all aspects of the career development program. The summative evaluation becomes a baseline needs assessment tool for further program development. Side effects observations may furnish other types of "needs" information. In addition to examining outcome and instructional data, consideration of new priorities would be appropriate. A school district report should be transmitted to the Board of Education. The report should not only include what was accomplished and how it was accomplished but also recommendations for the future program development. The Superintendent and Coordinating Staff should be able to document the Board of Education report with detailed information and data. Key school representatives should present the report to the Board.

ESTABLISHING THE GUIDE WRITING COMMITTEE

The Coordinating Staff is responsible for obtaining the necessary background materials for the Chairman and members of the Guide Writing Committee. The Chariman of the Guide Writing Committee is either appointed by the Curriculum Committee or Superintendent or chosen by the Guide Writing Committee members.

Selecting Committee Members

Committee representation should include all grade levels and departments. A typical committee might include:

1. Elementary and Secondary Curriculum Supervisors
2. Classroom teachers at all grade levels and subject areas affected by the project
3. Special education teachers
4. Counselors
5. Vocational Education Coordinator
6. Special Services and Support Personnel

Members on the Committee should appreciate and support the career education approach. The Coordinating Staff should compile a list of criteria for participant selection. Here are some pros and cons of three types of selection:

Selection	Pros	Cons
Voluntary	interested personnel	no quality control
Appointed by principals or superintendent	more quality control	may lack commitment
Recruitment Program	stimulates interest and commitment	takes time

Incentives

Offer some compensation (expenses or pay) to participants
Graduate credit offered by neighboring universities
Hiring substitute teachers to assume the instructional responsibilities of participants has these advantages:

-less expensive than subsidizing the regular salaries
-offers a break in their teaching routines
-could write the guide any time during the school year

Scheduling Time

The Chairman and the Committee must select an acceptable time to write the guide. Suggested times are:

-during the summer vacation
-during the school year; after the school day or during the school day, if substitutes are hired or other accomodations are made
-during a vacation or intersession.

All committee members should participate in the actual writing of the Guide. This promotes intergroup communication and feedback and helps build a clear understanding of the comprehensive and sequential nature of career education concepts.

Provide a Mission Statement

Examples are:

-to express a commitment to career education
-to create a reference of career education rationales, activities, and evaluations for the faculty and administration
-to stimulate and motivate the faculty, administration and community members to become aware of a new approach to education - career education

PREPARING THE GUIDE WRITING COMMITTEE

The Committee must be informed about the decisions they will be making. The Project Director and/or the Committee may arrange for any of the following to help prepare the Chairman and his Committee for writing the Guide:

1. Consultants to the program - Consultants can provide assistance in a specific area of concern, for example, developing evaluation procedures. They also may work closely with content area groups or grade level groups functioning as summarizers or reactors for ideas generated by the group.

2. Onsite visits - The Project Director can arrange for the Guide Writing Committee to visit a career education project already in progress. This onsite visit can increase the members' understanding of career education. It can be a profitable experience and may be reflected in their own future work.

3. Materials to use as resources - The Project Director can arrange for the Committee members to view and examine manuals from other career education projects. One resource for the Committee is the Concepts-Goals-Objectives-Activities Reference Book. The Committee can use the content of this book and others to get started and get ideas for an organizational framework.

Considerations

Following is a list of questions the Guide Writing Committee will want to consider before undertaking the task of writing the Guide:

1. What are the sections that should be included in the Guide?

2. Does the Committee want to provide a historical perspective?

3. Does the Committee want to include career development theories?

4. Has the Committee reviewed comments and articles by prominent national leaders concerning the nature and importance of career education?

5. Is there to be a section discussing the ways career education can help administrators and the local community meet local problems?

6. Is the Guide to include a section that describes the potential roles of all educational personnel and other community members who are directly or indirectly influenced by career development education?

7. What is the basic format? Is there to be one comprehensive Guide for grades Kindergarten through twelve? Or would it be beneficial to construct a Guide for each grade level?

8. Will the Committee use a classification system of occupations - like DOT or the Census Bureau classification?

9. How large will the Guide be? The Committee should not make the Guide too overwhelming in volume or content difficulty.

10. Has the Committee defined the career development terms they will use? Terminology should be kept understandable and non-scientific. Professional jargon should be kept at a minimum.

11. Where in the Guide can charts, figures and pictorial graphs be used to improve readability?

12. What layout features does the Committee want their Guide to include? What style of cover? Type of paper? Type of print?

13. Will the Guide be supplemented by such items as transparencies, film clips, cassette recordings, and slides of presentations of prominent career education leaders?

STAFF DEVELOPMENT

Staff Development Committee

The mission of a staff development committee is to develop procedures and materials for providing the specific skills and understandings needed by staff to successfully implement career education. The specific goals of the staff development committee include:

1. Developing guidelines for conducting each phase of the staff development program.
2. Developing materials to serve as resources in conducting staff development activities.
3. Evaluating and modifying staff development activities and materials as indicated by program feedback.
4. Coordinating the uses of resources.

The staff development committee may include (1) teachers, counselors, vocational educators responsible for the staff development in the school building units; (2) building principals; (3) support staff representatives; (4) parents; and (5) business-industrial-community representatives.

Operation of Program

Staff development is primarily school-centered. Each school has unique characteristics and thus should have its own staff development leader. Leaders should be selected because of known leadership qualities to provide staff with direct assistance when needed. They should receive special training and should meet monthly to discuss common in service concerns. They should be available to support one another in program activities. They may receive special compensation and should be held accountable for the staff development program in their building.

General Program Orientation

Support for the life career development philosophy and career education begins with a general comprehension of the basic concepts by all

staff in a local school district. The first step is to introduce all school personnel to the goals of career education. An overview is needed before specific details can be understood. As the goals of career education are clarified, questions about the program and its components can be answered. The orientation should include an explanation of the new and changing roles of administrators, teachers, vocational educators, counselors, and other support personnel necessary for program delivery.

The following elements are typical of those used to achieve general program orientation:

1. Define life career development and career education and identify the outcomes sought.
2. Review program development procedures.
3. Review procedures used for infusing career education goals into existing school programs.
4. Clarify roles for staff members.
5. Clarify program installation procedures.
6. Review program support systems.
7. Develop positive attitudes toward career education.
8. Familiarize staff with program evaluation.

Staff Member Training

Following the general program orientation, a staff development program should be initiated to prepare each staff member for his or her specific role(s) in career education. These specific training programs will assist each person to take his or her responsibility, determine changes from past performance, clarify problems, and develop commitment. This aspect of the staff development program provides for the specific needs of the various personnel involved in program conceptualization, development and implementation. Staff may be categorized as follows:

1. Administrators - (Central office and building level)
2. Classroom teachers
3. Vocational educators
4. Counselors
5. Support staff

Although specific programs and materials should be designed to meet the needs of each staff grouping, members could be grouped in a variety

of other ways to transmit information and promote interaction.

Individual Needs Assessment

The previous step, staff member training, should outline for staff their individual roles and responsibilities. Following this general examination, each person should examine his or her responsibilities and determine the type of help they may need to function effectively. Individual needs assessment should be a personalized activity. The results of this assessment will form the bases for the on-going staff development program in a specific school building. Although the staff will receive preparatory training, it is realistic to expect that additional assistance may be needed.

Competency Development Program - On-Going

The results of the individual needs assessment are used to plan the competency development program. The competency development program is an on-going program with easy access for personnel to the in-service assistance as needed and desired. The tasks of preparing teachers, counselors, administrators and other staff members must be considered a long term activity involving a continuing response to the expressed individual and group needs. The competency development program should be structured around three major program related areas: (1) instructional and guidance strategies required for program delivery; (2) new or unique content required in career education; and (3) resources and materials required for unit or program delivery.

New Career Education Competencies

While instructional/guidance personnel will have their present educational methods and skills to draw upon, there are some new methods that relate to career education which they may lack. The teaching of interview skills; techniques for conducting person-oriented field trips; the use of role models, role playing and simulation; and the organization of

instruction to relate basic studies to the world of work are some examples. Opportunities must be provided to learn such new methods.

Also, new and unique knowledges, skills and attitudes that have not been previously taught, or at least attended to in a systematic fashion, will need to be understood. These include goals and objectives relating to the domains of Self and Interpersonal Relations, the World of Work and Leisure, and Career Planning.

As specific units and programs develop, the utilization of new resources and materials becomes important. The arrangement of outside of school activities requires more planning and contacting than in the usual school situation. The development and maintenance of resource materials and files will be an important concern. As students become proficient in use of their own media, new maintenance and support systems will be needed. Teachers, vocational coordinators, counselors and administrators will need to work through these concerns.

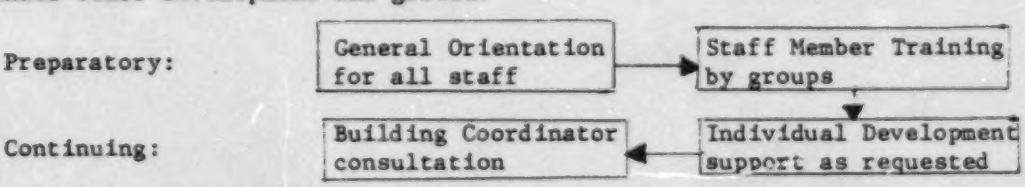
Consultants

Consultants can be used in a variety of ways in the staff development program as follows:

1. General program orientation participant
2. Staff member training groups
3. Continual basis with individuals, groups, or school buildings
4. Special workshops for the building coordinators

Summary

In summary, the staff development program is successful if (1) it developed a preparatory program which made it possible for school district staff to initiate career education, and (2) developed a plan for continued staff development and growth.

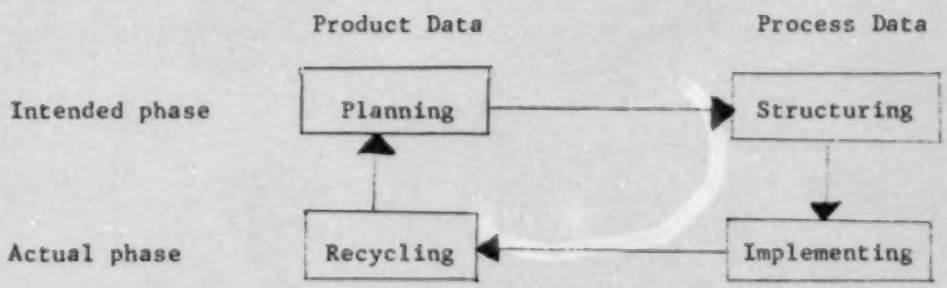


EVALUATION

Evaluation is a practical activity which provides information useful in making decisions. Information gained from evaluation activities should aid in planning and improving career education programs.

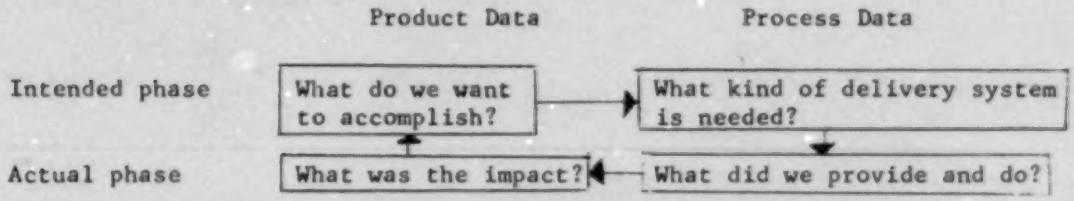
There are four basic kinds of decisions that educators need to make. Planning and structuring decisions must be made before the program is put into operation. This is the INTENDED phase. Implementing and recycling decisions are made during or after the program is operational. This is the ACTUAL phase. These four kinds of decisions also are concerned with two types of data and information. Planning and recycling decisions need PRODUCT data. Structuring and implementing decisions need PROCESS data and information. Products are student behaviors that career education is attempting to develop. Process consists of those components needed to help students reach desired outcomes of career education.

TYPES OF DECISIONS

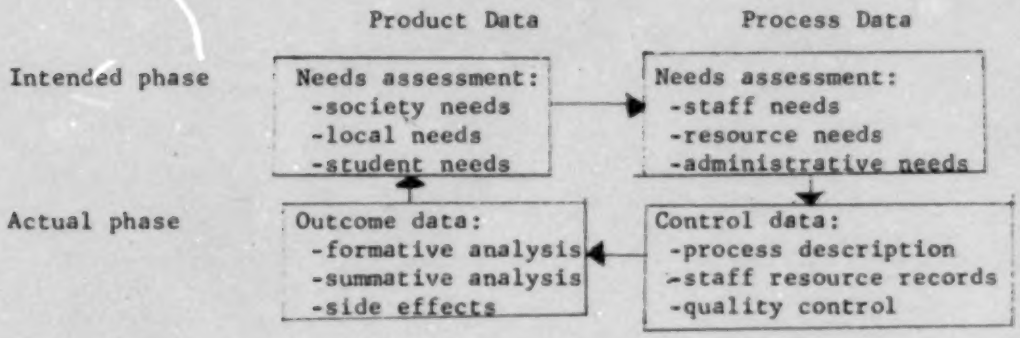


To make these decisions (1) questions must be asked (2) needed information identified and (3) methods for procuring the information considered.

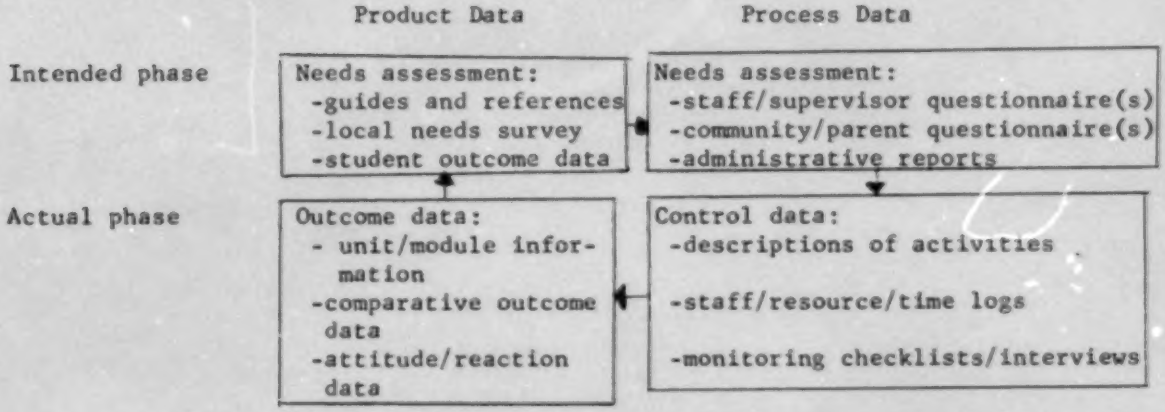
TYPES OF QUESTIONS



TYPES OF PROCEDURES



TYPES OF INSTRUMENTS/RESOURCES



FUNDING

Leadership for career education exists at the State and Federal levels, but ultimate responsibility exists at the local level. Information and technical assistance, together with funds, also are provided by State and Federal agencies in varying degree and intent. The unique demands of career education will require an examination of all of those levels along with an identification of staff talents, materials, and facilities available, and current fiscal resources.

An inventory of available resources and anticipated needs should be completed prior to initiating career education. It is essential that the staff in each local school district identify and catalogue the available supportive assets for career education. Areas of weakness or expected need can then be cited for inclusion in new program development.

Local Funding Resources: Often overlooked in the haste to secure Federal funds are the multitude of local assets that may be available to support career education. The Community Advisory Committee could aid in the process of identifying potential facilities, space, equipment, individuals, and funds at the local level. The following are categories illustrative of local resources that need to be considered:

1. Business and Industry. A list of business and industrial resources in the community should be prepared.

2. Labor Unions. A list of union resources in the community should be prepared.

3. Civic Groups. Within each community there exist a number of civic or service-oriented groups that can act as a liason agency for career education.

State Funding Resources: The State Department of Education is charged with providing consultation, technical assistance, policy making, coordination, and financial support to all public education efforts within the state.

Funding is often confusing to those who seek outside monies to

support local school district projects. Administrative personnel at the local level should review the State Plan for Vocational Education and other policy papers that establish priority research and development areas. Funds to each state are allocated on two levels: 1) on the basis of a written state plan that illustrates priorities; and 2) discretionary funds of the U. S. Commissioner of Education which are allocated on the basis of populations.

Most proposals are submitted to the State Department of Education unsolicited, and reflect the industriousness of school superintendents. However, special priority areas may result in selected local school districts being asked to develop a proposal for submission on a specific topic. The State Department of Education should be involved in the initial stages of the writing of career education projects at the local level.

Federal Funding Resources: The scope of legislation in health, education, welfare, and manpower is overwhelming and far beyond the limits of this Manual to report its entirety. To illustrate funding resources in the Federal domain, a few selections will be mentioned.

A brief description of the Vocational Education Act of 1968, Parts C and D follows. (At this time, the future of Parts C and D of the Vocational Education Act as a resource for funding programs in career education is uncertain.)

Vocational Education Act, Part C - Research. Projects in this area may investigate new ideas or techniques in vocational education; propose experimental, developmental and pilot programs to test the effectiveness of research findings, or demonstrate and disseminate projects. Each proposal must be evaluated in relation to the state plan priorities and the merits of the particular program.

Part D - Exemplary Projects. Projects under this section of the Vocational Education Act must "stimulate ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation. Allocations to each state have been based on the number of youth in the populations between the ages of 15 and 19.

The uncertainty of Federal programs at present makes it difficult to make specific recommendations. One of the issues currently being considered is revenue sharing, but until final decisions are made on this issue, it would be impossible to make any definite statements. The State Department of Education provides an excellent resource for information relative to Federal monies as resources for career education.

Foundations Resources: An additional area of external funding is provided by private foundations that earmark monies for support of education innovation. It is important that local school district personnel broaden their perspective in seeking funds. Undue reliance on HEW appropriations has resulted in extreme competition for limited resources; that situation forces the proposal evaluation team to select the "best" among those submitted. This competition for dollars and tightening of budgets requires a more diligent search by the local school district if they wish to help in implementing career education.

A good resource booklet dealing with funding sources for career education and techniques for proposal preparation has been published by Houghton Mifflin Company.[1] The booklet gives suggestions for financial support and how to write career education project proposals.

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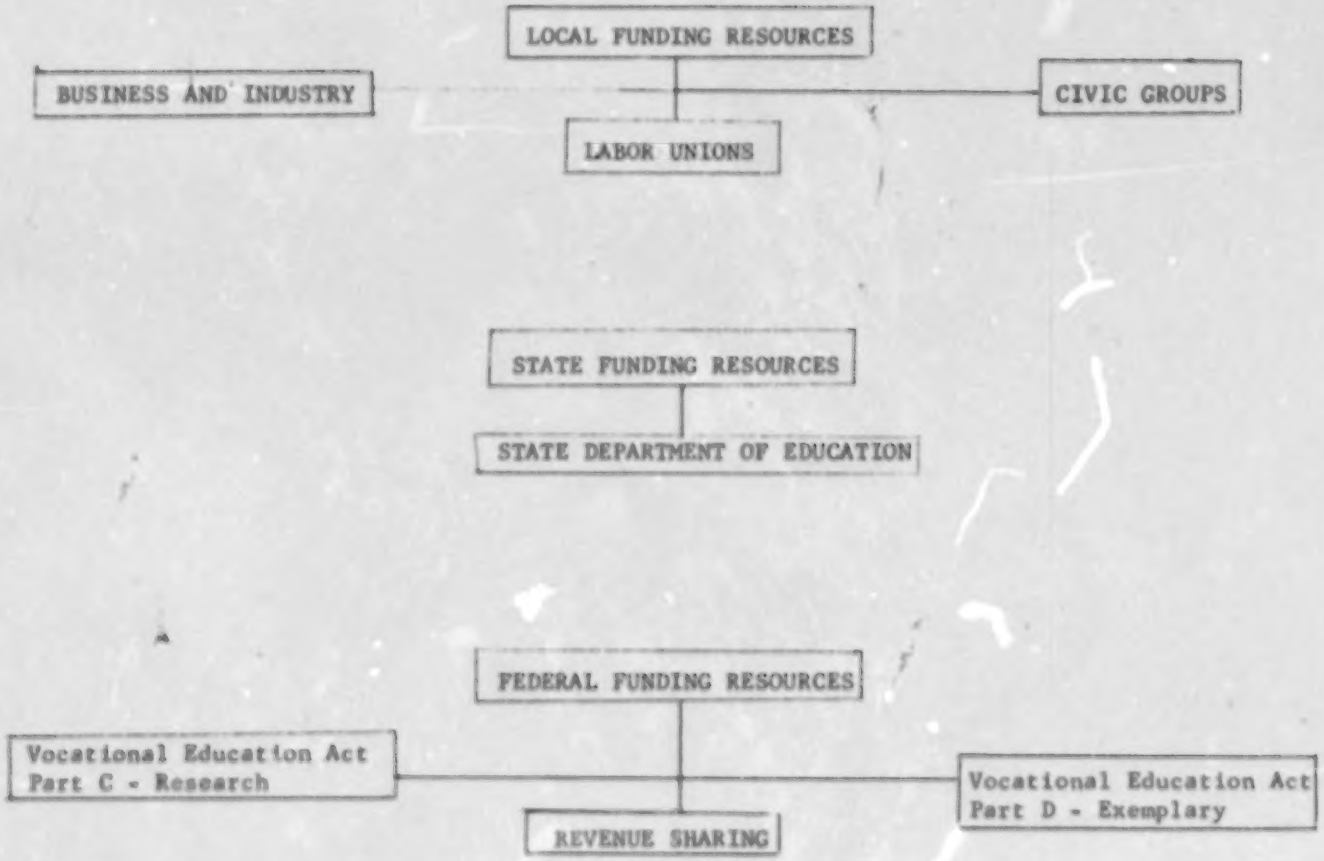
1. Ryan, Charles W. Career Education: A Handbook of Funding Resources. Boston: Houghton Mifflin Company, 1973.

FUNDING



(Federal funding resources are dependent upon current legislation being considered)

COMMUNICATION

The success of new and existing educational programs rely to a great extent on the amount of effective communication that a local school district develops to present these programs to its publics. The best possible type of educational communication is to have a successful educational program, which in essence is a salesman for its own effectiveness.

Career education projects, like other educational programs, require extensive communication programs to reach the various publics through different types of media. This section provides a brief summary of suggestions concerning significant publics: the media to be used; and the types of communication delivery systems.

Each local school district will have additional methods that have been used successfully in their communities.

Publics

Career education involves the total school and community environment. If career education is to be operational it must reach to the following groups: (1) students, (2) parents, (3) school staff, (4) labor unions, (5) business and industry, and (6) civic groups.

Effective communication with these six groups will help facilitate career education. Communicating with these groups also will allow for a feedback program of both assistance and suggestions for program development. Such feedback provides schools with an excellent vehicle for program development.

Media

The media available will vary from community to community; however, the following are suggested media that are available in most: (1) school

newsletters, (2) local newspapers, (3) radio, (4) television, and (5) speakers bureaus.

A Publicity Handbook for National Career Guidance Week, published by the National Vocational Guidance Association[1], gives the following suggestions for dealing with various types of media:

> In preparing news releases for newspaper, radio, and television, there are several simple "rules of the game" which improve your chances for success.
>
> 1. All releases which are to be mailed and handed to editors and new desks should be prepared in standard news form.
>
> 2. News releases are typed, mimeographed or multilithed, double spaced on 8-1/2 by 11 inch paper. Write simply, clearly, starting with the actions part of the news -- who is doing what, when, where and why.
>
> 3. Don't expect last minute consideration. Send your releases to newspaper city editors, and radio and television news desks so they will arrive three days before you want the news to be released.
>
> 4. Remember pictures. Many stories lend themselves to handling by captioned pictures.
>
> 5. Feature stories are effective in explaining more about career education than might be covered in hard news stories. Develop your ideas for a feature story, using an issue of high public interest (how schools prepare students for careers...what's new in career education, etc.)
>
> 6. Send radio and television news desks the same news release you send to newspapers.

The above are a few suggestions listed in the Publicity Handbook.

Type of Communication

The types of communication processes used will be as varied as the local school district desires them to be.

The publics to be reached have been identified and several types of media have been suggested. The problem now becomes how and what kinds

[1]Publicity Handbook, National Vocational Guidance Association, 1607 New Hampshire Avenue, N. W., Washington, D.C. 20009, 1972-1973.

of materials should be communicated.

School districts presently engaged in career education activities have used a variety of communicating techniques. Some have formalized orientation programs, which provide a complete overview of career education. These orientation programs are designed for use with both school and out of school groups. Other school districts with career education programs have used a series of progress reports, such as a monthly news letter to all media and publics on the activities for the current and/or coming month. Some local school districts have used evaluation reports as a means of telling about career education. Various types of monthly award systems also have been used to designate the career education activity of the month. One of the best types of communication is to use students who are involved in the career education activities. Students, when given the opportunity and a certain amount of structure, are an excellent method of communication.

The report of a seminar sponsored by the Thomas Alva Edison Foundation, lists the following seminar conclusions pertaining to "Better School-Community Relations."[2]

> In order to better school-community relations, what is needed is not an expansion of the public relations efforts, but the creation of new ways of involvement because many traditional methods and efforts have lost their credibility in the current turbulent era.
>
> The school must be extended into the community, and the community must be receptive to working with the school to bring about effective utilization of a wide range of local facilities.
>
> School-community involvement should not result in a business or citizen group assuming any legitimate instructional responsibilities of the school.
>
> Educators must recognize responsible criticism and persevere while cooperatively working out definitions, goals,

[2]Better School-Community Relations, W. Arthur Darling, Information and Services Program, Melbourne, Florida.

and programs that are responsive to the needs of the people the schools are designed to serve.

Schools should publish a list of specific needs and activities with which they believe members of the business community could help.

Schools should avail themselves of feedback regarding what happens to the students after graduation.

School administrators must provide ways and means whereby citizens groups may work effectively and make a contribution at all levels of the educational system.

Citizen involvement in the schools should be actively solicited, not passively discussed.

Alternative forms of education should be fostered by the public school system rather than allowed to flourish outside the publics control.

COMMUNICATIONS